**Course Title: Finding Harmony**

**Grade Level: 3rd Grade**

**Unit: The Harmonists Community**

**Abstract:**

In this unit, students will create their own community and understand the main components community is built. The different factors such as freedoms, creating products, and working together will be viewed and formed by the students in groups to emphasize the sense of unity that should be seen in all communities even though some do not follow those standards zealously. The children will view maps to see where the Harmonists came from and settled, in order to follow the changes they endured. After recognizing the Harmonists faults and improvements, the students will end by having a mock trial to review all the concepts of a community.

**Focus Questions:**

* Who were the Harmonists and what resources did they use to survive?
* What were the three geographical locations where the Harmonists settled and what were the benefits of the physical surroundings?
* What is a Utopia and what were the beliefs of the Harmonists?

|  |  |  |
| --- | --- | --- |
| Benchmarks | Assessment Tasks | Key Concepts |
| Students will:* Give examples of people, events and developments that brought important changes to the regions of Indiana. (3.1.4)
* Identify fundamental democratic principles and ideals. (3.2.2)
* Roles of Citizens: Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. (3.2.5)
* Physical Systems: Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. (3.3.7)
* Define interdependence and give examples of how people in the local community depend on each other for goods and services. (3.4.4)
 | Students will:1. Create their own community that will perform tasks such as building a house, finding similarities that join people, and establishing their own set of freedoms. (3.1.4, 3.2.5, 3.2.2)
2. Produce a good and sell/trade with others in the class for different goods. (3.4.4)
3. Locate where the Harmonists moved on maps and list benefits of where they lived because of the climate and surroundings. (3.3.2, 3.3.7)
 | * Utopian Community
* Government
* Geography
* Freedom
* Economy
* Environment
 |

**Catalog of Lessons:**

 Lesson 1: Overview of a Community

The children will begin by playing two truths and a lie by writing their answers on a piece of paper that they can then read aloud to the class. Once the class has decided which statements are truths and which are lies, they will see that most of the truths are similar such as, having two siblings, playing sports, or having a favorite food item. Then explain to students that people with some similarities and who enjoy the same things can form a community, just like the Harmonists. Define community and write it on the board. Show a map of the world and draw a route from Germany to Indiana, so the students understand where the Harmonists came from and settled. Each student should receive a tiny map and draw the same route so that they can have it on hand for later lessons. Ask students why they think the Harmonists moved and what they all had in common. Make a list of the answers on the board. This way students can view all the similarities and differences the Harmonists had to their own community.

Lesson 2: Creating a Utopia

To begin the students will create their own Utopia to show how a community of similar interests comes together and have different responsibilities in order to survive. Explain what a Utopia is by having the class list what they think would make a perfect place. The class will be divided into groups of four and they must give each member a job. The jobs consist of a leader to speak for the group, recorder to take notes, timer to keep the group punctual and not stuck on a task for too long, and a supervisor to make sure each person stays committed to their job. The group will be responsible for creating a name for their Utopia and a set of rules and freedoms (5-7) that they will follow and believe. The students will stay in these groups and bear their selected name for the remainder of the activities, so it should be something everyone likes. Once they have completed all the tasks each leader will present their Utopia to the whole class. This way the class can see what goes into creating a community of people and the responsibilities along with it.

Lesson 3: Utopiaville

Explain that the Harmonists made many of their own products such as wool and machines that could weave fabrics. For this lesson, have each Utopia think of a product that they can create with easily found resources. The Harmonists had to create everything by hand and use their imagination during the Industrial Revolution to survive without help from other communities. The item can be something like a toy made out of toothpicks, a purse made out of Capri suns, or even a decorative item, as long as the students used helpful resources and made it into something that could be sold or traded. The students will then make flyers promoting their item and the class will have a time set aside where they can buy other items in Utopiaville or trade their product for something else to show how everyone can benefit from the products they make. This will teach how the Harmonists received goods from others and bartered. Students will each be given a certain amount of Utopiaville money and may keep whatever is traded or bought.

Lesson 4: Wabash River Rally

 An informant from the Wabash River Heritage Corridor Comission will come and speak to the class about keeping the river clean and what benefits people may have by living near it. Each group will get a map of Indiana and must locate the Wabash River on it. They will have to mark what other states it touches and where it begins and ends. Once this is done the groups will make a pro and con list of moving the Harmonists to Indiana and all the advantages or disadvantages of living near the Wabash River. This way they will comprehend why the Harmonists moved from Pennsylvania and how they used the Wabash to their advantage. It is important to explain that everyone needed to agree on the move to Indiana or harmony would not be sustained in the community. Just like the decisions we make as a group need to be agreed upon, the Harmonists had to take this factor into consideration as well.

 Lesson 5: A House of a Different Color

 Read *The Three Little Pigs* to the class and ask them questions about the pigs choices on house materials throughout the book. Explain that the Harmonists used different materials to build their houses just like the three little pigs in order to survive the different weather conditions. Each group will then discuss what they want to build their house out of with options of toothpicks, tongue depressors, different candies, and any other objects that are available. Each Utopia will construct their own house after reaching a consensus on what materials to use. They must explain why they chose the objects they used and the class as a whole will vote on which house would be the best for an Indiana climate. Then have the class compare their different houses as well as comparing the Harmonists houses to the other houses in Indiana made out of logs and bear skins. Also have them compare the houses to that of the Harmonists back in Germany, which were similar to the structures they used in America, bringing their culture with them.

 Lesson 6: Malaria Mystery Game

 Explain the disease malaria. This game is just like Clue, however set to Harmonists characters. The characters can be found on the website for New Harmony (see in Instructional Resources), IN. Members from different Utopias will play against each other. Students will roll the dice and to decide how far their marker gets to move and then once they enter a room: the schoolhouse, labyrinth, girls’ quarters, boys’ quarters, church, or kitchen, then they must make a guess as to who they think it was that passed away from the list of characters, how they died (malaria, cold, or simply left the Utopia), and what room or place it was. This way students will see how devastating the attack of malaria was on the community.

 Lesson 7: Mock Trial for Father Rapp

 The students will decide in their Utpoia’s if they think Father Rapp should be punished or not for leading the Harmonists astray and telling them incorrect prophecies. Each group will have to decide whether or not Father Rapp created a stable and beneficial community. Did everyone work together? Was there a good system of rules that everyone followed? They must state their position, list their reasons for that position, and what the punishment should be for Father Rapp. Each Utpoia will get a chance to state their case during class time. This way students can relate this activity to real life situations and review what factors make up a good community.

**Instructional Resources:**

Indiana Memory:

* (New Harmony, IN) <https://digital.library.in.gov/Record/ISL_p181901coll18-4435>
* (Thralls Opera House) <https://digital.library.in.gov/Record/ISL_p181901coll1-332>
* (Old Mill) <https://digital.library.in.gov/Record/EVPL_evapost-61>
* (Robert Owen) <https://digital.library.in.gov/Record/ISL_p181901coll18-3202>
* (Owen’s Community, New Harmony) <https://digital.library.in.gov/Record/ISL_p181901coll18-3513>
* (Map of New Harmony) <https://digital.library.in.gov/Record/ISL_p181901coll18-3515>

Allen, Marie. *Community Building Activities.* <http://www.lessonplanspage.com/SSLAOMDCommunityUnit-CommunityBuildingActivities36.htm>. 2010. Web. 15 Jan. 2011.

Historic New Harmony: *Explore and Learn.* 2011. Retrieved from <http://www.usi.edu/hnh/biographies.asp>

*Lake and River Activities.* Discovery Communications Inc. <http://tlc.howstuffworks.com/family/lake-and-river-activities.htm>. 2011. Web. 15 Jan. 2011.

Wabash River Heritage Corridor Commission

**Teacher Made Materials:**

Map of Indiana, Map of World, Newspapers, Mystery Game Pieces,

Moser, Barry. *The Three Little Pigs.* Boston: Little Brown, 2001.

**Course Title: Finding Harmony**

**Grade Level: 3rd Grade**

**Unit: The Harmonists and Community**

**Abstract:** This task is designed to assess the students’ ability to use resources effectively and plan trips developing skills that they will use later on in life. This also helps the students understand more about where the Harmonists came from and what there is to do in different regions. Once again working together is a large proponent in this assessment and reviews the basis it had in creating a community. By completing this assessment, the students will get to use their skills to plan trips that they may be doing later in life and see how greatly the Harmonists’ lives changed moving from Germany to Indiana.

**Prompt:** The Harmonists are upset with the religious decisions in Europe and they need your help to come to America. Each group will receive a letter from a Harmonist asking them to plan their trip from Germany to Indiana. The letter will include what they enjoy doing for fun and what dates they want to leave and arrive. They aren’t sure how to get there, so they contacted you and want you to plan their trip. Have class members look at previous itineraries made and some outlines from <http://office.microsoft.com/en-us/templates/CT010144157.aspx> so they know the format and how detailed they must be.

**Directions:** “Have you ever been on a trip before for vacation or visiting family? These trips aren’t just spontaneous; your parents have to plan ahead of time how they will get there and what they will be doing. Today we will be a travel agency for the Harmonists and plan their trip to America. Here are some guidelines for the trip:

1. Read letter from Harmonist settler.
2. You must start in Germany and end in Indiana.
3. Keep a journal for the trip (at least 7 entries).
4. You can get to each place however you like using boat, carriage, horse, or simply walking.
5. Construct a map of your journey including a key.
6. A schedule needs to be made telling exact times and arrival dates.
7. A brochure will be created providing activities and events that the Harmonists can partake in and see.”

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmarks | Score 1 | 2 | 3 | 4 |
| The World in Spatial Terms: Locate Indiana and other Midwestern states on maps using simple grid systems. (3.3.2) | The trip has 3 or more mistakes in the schedule and only provides 1 extra activity and did not label IN. | Students’ itinerary has 2 mistakes in the time order and only plans 2 other activities in different locations and did not label IN. | Student plans the trip according to the time limits indicated by the letter and provides only 3 activities for different locations and can label Indiana on the maps. | Student plans the trip according to its time limits and gives examples of accurate activities for 4 different locations visited and can label Indiana on the maps. |
| Human Systems: Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. (3.3.9) | 1 or fewer resources and activities do not pertain to their Harmonist. | Poorly researched and only has 2 resources and only 2 extra activities that pertain to their Harmonist. | The student listed 3 resources and found only three activities that their Harmonist would enjoy. | The student listed 4 resources and provides 4 or more activities that their individual Harmonist would enjoy. |

**Procedure**: Students will get to remain in the Utopia groups for this project and act as a travel agent. They will need to plan a trip for the Harmonists for when they leave Germany and come to America. They may use the Internet as a resource to book trips, resting stops, or even boat rides in order to get the Harmonists to Indiana following their original path. The students will then create a schedule of the departure times, what states they will be stopping in, and what activities there are to do at each stop. The students will keep a journal and date each entry for their trip. In the journal they need to explain how they are getting from place to place and what they think the Harmonist would be feeling if that were truly happening to them. They need to compare their new life in Indiana to their life in Germany, make a map that outlines the trip using different symbols for different modes of transportation, and give their accounts of what happened during the trip in their journals. Once the assignment is complete these journals will be taken to Historic New Harmony so that they can go on display and be referred to by children who want to take a look at what might have happened and what the Harmonists were going through.

**Course Title: Finding Harmony**

**Grade Level: 3rd Grade**

**Unit: The Harmonists and Community**

**Abstract:** This assessment task shows that the class knows the discrepancies that occurred within the Harmonist Community and what problems can happen in any community if it is not run properly. It reiterates the component of everyone working together and getting along in order to live happily.

**Prompt:** Give students an old newspaper to flip through so they can see how articles are written and what the format used (some can be brought from home or from this site: http://www.newspaperarchive.com/). Have them read through some and share their findings with the whole class. Then explain that they will be creating their own newspaper as a class today.

**Directions:** “As you all know we have been studying the Harmonists and what makes up a community. Father Rapp has not been entirely truthful with his followers. How do you think they feel about that? Each of you will individually take on the persona of a Harmonist and you must interview a fellow Harmonist in the class. You will create a news article for the Pittsburg paper and include your interview and how you feel about Father Rapp’s unappreciated behavior. Follow these directions for your interviews and articles:

1. In groups, look over the letter written by the harmonists settlers about Father Rapp to get an idea of what they felt.
2. Begin your article with an introduction, stating your stance on the topic.
3. Come up with 5 questions that you can ask a 2 fellow classmate for your interview.
4. Answer each question that others ask you with respect and courtesy.
5. Conclude your article with a conclusion reviewing the points you made earlier.
6. Add a creative title.”

**Procedure:** First have the class take a survey of people who are against Father Rapp’s decisions and those who are in agreement with his decisions. By taking the survey, the students will know who each other’s opinions are and what persona they should be taking. Then have the class go around looking at different letters from real harmonist settlers found in A Documentary of the History of the Indiana Decade of the Harmony Society 1814-1824 Volume I 1814-1819 compiled and edited by Carl J.R. Arndt to get a better view of what they were feeling. The students must interview two people with different attitudes towards Father Rapp. Each student will write a news article about Father Rapp and how devastated the community was when he led them astray. They will draw out of a hat the name of a character that can be found on the New Harmony website. They will pick one person from the list of characters found on the New Harmony website to interview. Once they have interviewed one person in the class pretending to be a Harmonists they can begin to write their letter to the editor about the incidences and feelings of the settlers. Ask students at the end if anyone has every disagreed with a leader, classmate, or maybe even an authority figure like a parent? Do you feel like this community ran by Father Rapp has characteristics of a good government? Many people have different opinions of others, some good and some bad, and this has not changed throughout history. We live in a free country where we can express those feelings just as we did today. After the articles are written compile them into a classroom newspaper and send it to Historic New Harmony for an artifact that can be read and shown to visitors.

**Scoring Rubric**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmarks | Score 1 | 2 | 3 | 4 |
| Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. (3.2.5) | Student only asked 2 or fewer questions in the interview and did not explain their feelings toward Father Rapp and his community. | Interview only consisted of 3 questions and student only explained feelings using two examples. | Student gives only three examples as to what they feel toward Father Rapp and only asked 4 interview questions. | Student gives at least 4 examples as to what they feel toward Father Rapp and asked 5 or more interview questions. |